43rd YEAR OF PUBLICATION

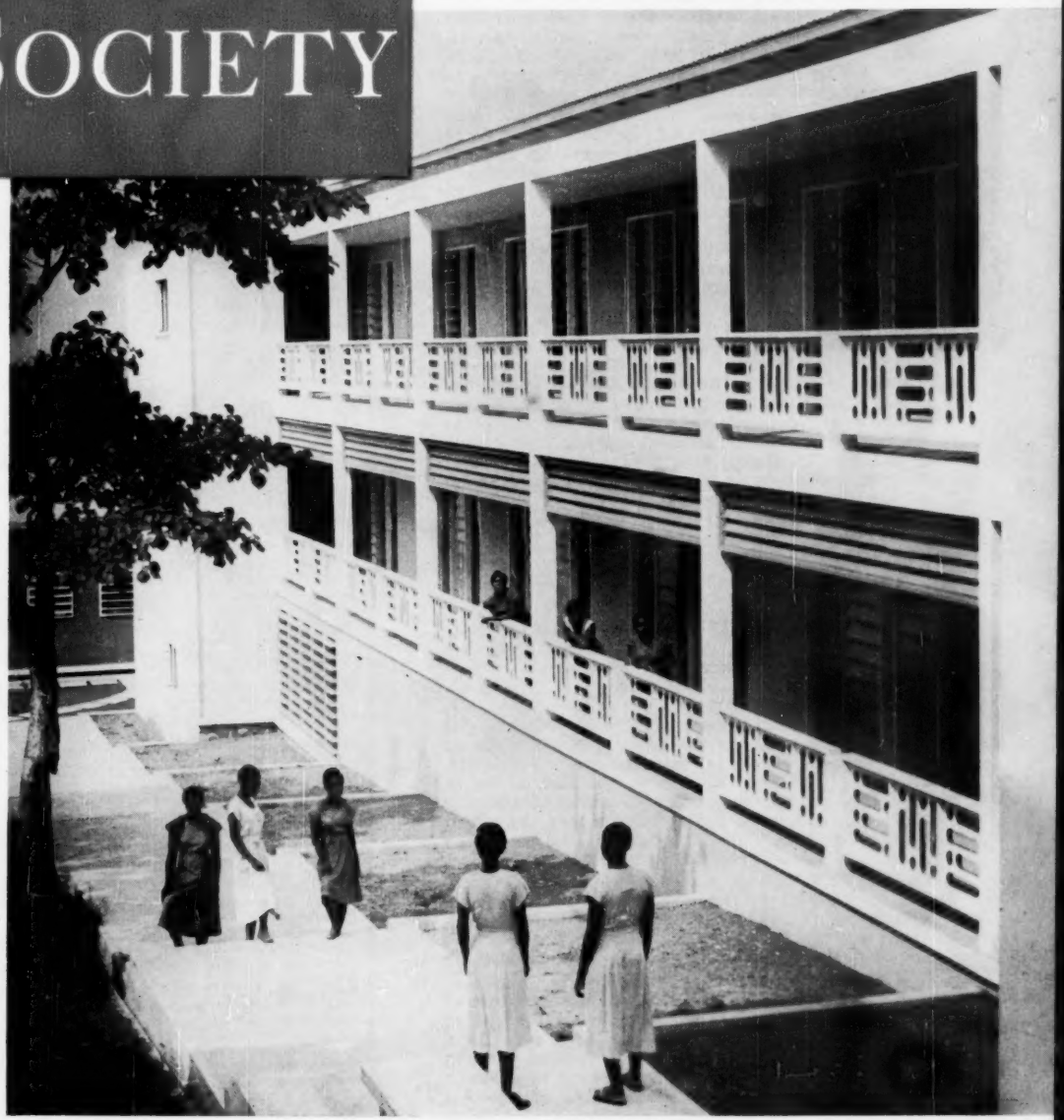
# SCHOOL AND SOCIETY

## PROFESSIONAL TEACHER EDUCATION RIDING A FLOOD TIDE

## STUDENT ETHICS AND HONOR SYSTEM

## STATUTORY CONTROL OF SALARIES

*May 25, 1957*



**Education in Africa's New Nation of Ghana** (See Page 183)

# Educational Ticker Tape

**If additional, detailed information is desired concerning news items in this column, write to SCHOOL AND SOCIETY'S Information Service, enclosing 25 cents for each item requested.**

**Television teaching** is as effective in most cases as "face-to-face" instruction and sometimes is superior, announced Hideya Kumata, Michigan State University communications research expert, at a pre-conference general session earlier this month on "Teaching by Television" of Ohio State University's 27th annual Institute for Education by Radio-Television. However, he pointed out that the "main focus has been on how TV teaching and face-to-face teaching compare as far as learning is concerned. There are a great many more facets . . . which are being ignored, such as the question of the effect on attitudes and values of students." . . . **Televised piano instruction** has been made possible through a new 13-week series of 15-minute programs, "Recreational Piano," produced by educational station KUHT of the University of Houston (Tex.) in co-operation with the Education Division, National Association of Music Merchants, Chicago. The series, based upon the piano courses taught over KUHT by George C. Stout, the university's professor of music education, is available without charge to educational and commercial TV stations from music dealer members of the NAMM.

**Columbia University's School of Law** will launch a plan in Sept. that provides financial aid to students who are doing satisfactory work but are unable to complete the three-year course of study because of the lack of funds . . . **Gallaudet College** (Washington, D. C.), the only institution of higher education in the world devoted exclusively to the education of the deaf, has been awarded accreditation status in the Middle States Association of Colleges and Secondary Schools by the association's Commission on Institutions of Higher Education . . . **Raymond B. Nixon,** professor of journalism, University of Minnesota, is conducting a survey of journalism research activities in Asia and Europe. He will encourage a greater exchange of information and skills between U. S. and foreign scholars.

**NEW POSTS AND PROMOTIONS . . .**

**Ewald B. Nyquist,** Associate Commissioner for Higher and Professional Education, appointed Deputy State Commissioner of Education, New York State Education Department . . . **Robert Gale,** editor-in-chief, Maco Magazine Corp., will assume duties as vice-president in charge of public relations and development, Carleton College (Northfield, Minn.) . . . **Eleanor E. Ahlers,** assistant professor of library science, School of Education, University of Oregon, appointed executive secretary, American Association of School Librarians, a division of the American Library Association . . . **Robert K. Carr,** Parker Professor of Law and Political Science, Dartmouth College (Hanover, N. H.), will become general secretary, American Association of University Professors, Sept. 1, succeeding Ralph F. Fuchs who wishes to return to his position as professor of law, Indiana University.

**John T. Rettaliata,** president, Illinois Institute of Technology (Chicago), named chairman, board of visitors, Air University (Maxwell Air Force Base, Ala.). The board, a panel of the nation's leading educators and businessmen, is selected to evaluate curricula, management, and facilities of the Air Force's professional education system . . . **Roger**

*(Continued on page 190)*

SCHOOL AND SOCIETY

**MAY 25, 1957**

**Volume 85** **Number 2112**

**COVER**

New modern buildings for the Aburi Secondary Girls' School in Ghana. The school was formerly housed with the Aburi Presbyterian Girls' Training College.

*British Information Services*

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Editor **WILLIAM W. BRICKMAN**

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***Education's International Journal***

# Professional Teacher Education Riding a Flood Tide

By GEORGE E. CARROTHERS
Professor Emeritus of Education, University of Michigan

Advocates of methods courses and professional teacher education are in the saddle today. Teachers' colleges and other teacher training institutions have discovered how to convince school boards and other employing officials that they primarily have the know-how to train classroom teachers. For the moment it seems hardly fair to criticize them, since for a very long time almost anyone was permitted to teach—to keep school. Fortunately, that day has passed. More than a half-century ago legislatures began enacting laws requiring teachers to have at least a few hours in methods of teaching. A few normal schools were in existence. Liberal arts colleges began adding methods courses to their already crowded four-year programs. Professional teacher education started to take its place along with medicine, law, and dentistry.

According to the University of Michigan's *Letter to Schools* (Jan., 1956), the university "grants more advanced degrees in education than any other tax-supported institution in the country." As a professor of education at that university for more than 15 years, my first impulse on reading the above was to rejoice, but a second thought brought a twinge of conscience: I may have unwittingly taken part in a program which is proving to be inimical, in some respects, to the best interests of education. Seriously, are we thinking straight, with the facts before us, when we continue to increase the hours of educational methods in the preparatory programs of high-school teachers? Professional educationists may not be conscious of the ultimate effect of the excessive hours in methods courses, thus excluding the much-needed further study in academic teaching fields.

When I began teaching many years ago, no study of teaching techniques was required in my native state. Before long, I began to realize that, if teaching was to be my profession, I ought to acquire more knowledge and some understanding of the art of getting boys and girls to learn.

Fortunately, I took the advice of an experienced teacher and went to Indiana University to learn *what* to teach and then to a teachers' college to learn *how* to teach. With a bachelor's degree in science and teacher training, I returned to the classroom with considerable satisfaction to myself and seemingly gratifying results to pupils.

The conviction that teacher training is of great importance has never left me. After several years' teaching in high school, I studied professional teacher education rather extensively in order to help in the training of teachers and school administrators. One part of my work during the next 15 years was teaching in schools of education and the other was examining high schools and colleges to see how effectively teaching was being done. In the course of years, I have observed teaching in every high-school subject in several thousand classes in more than 1,000 high schools. Also, as dean of a liberal arts college and examiner of colleges for accrediting associations, I have observed teaching in many hundreds of college classes in all teaching fields. Thus, I have not only had both the liberal arts college preparation and the training in professional education, but I also have enjoyed unusual opportunities to observe the results of teacher education.

Much of the teaching in secondary schools today is well done. Some if it is skillfully done. Pupils *can read*, despite statements to the contrary. The probabilities are that young people of today read better than young people of a generation ago. That, however, is not good enough for this rapidly moving age. Medical science is 100% better than it was a half-century ago, and this is appreciated by the public at large.

Teachers, by and large, have not developed superior teaching methods, nor have they de-

veloped means to show clearly to parents and boards of education the distinguished work of master teachers. We have not been willing to stand as a profession to proclaim the work of outstanding teachers and to insist on deserved recognition and reward. Rather, we have been willing to join others in pressure organizations for the securing of the single salary schedule, with little regard to teaching effectiveness. At the present time, our profession as a whole discourages merit recognition of effective service. Nothing could be more disheartening to ambitious young men and women entering the profession imbued with the desire to become masters in their chosen fields.

The largest single reason why pupils drop out of high school today is the lack of challenge to their best efforts and talents. Much of the disciplinary action needed while pupils are in secondary schools can be traced to the low qualifications, low salaries, and insecurity of their teachers. Altogether too often teachers meet only the legal minimum requirements: they are neither interested students nor scholars in their teaching fields. The constant decrease in enrollments in English, the languages, mathematics, and science is easily accounted for by the shortages of fully qualified and contented, inspiring master teachers.

Teachers who "know their stuff" and who are happy in their teaching are infinitely more apt to gain the respect of boys and girls and much more apt to influence pupils to take an interest in their studies than those teachers who have only a limited knowledge of the subjects they are teaching. A person needs only to visit classes or to mingle informally with pupils at recess to understand their feelings toward the school and the teachers.

While examining a rather large high school, I sat in a chemistry class. The teacher followed the text closely and seemingly made every attempt to hold pupils to book material only, with no outside questions. Without warning, a large, rural-appearing boy asked if water was made of oxygen and hydrogen. He had heard that it was. The teacher said: "That is correct." The pupil then asked whether water could be separated into its two elements. He was told that it could. For a moment the teacher hesitated, then said he believed there was some sort of large knife, which, when held in a slanting position, would separate water poured over it into oxygen and hydrogen.

At the time U. S. Sen. Couzens was quite sick, a senior pupil in a government class asked whether the place would remain vacant until the next election if the Senator should die. The teacher informed the class that President Franklin D. Roosevelt would appoint his successor.

A beginning teacher probably will be assigned to teach in the fields of his college major and minor. It is not assumed that a college will do a complete job of teacher training in four years. The same is true for business and industry. Promotions and advances in salary are often promised for further college study. There is where the trouble often begins. The "gold rush" for semester hours in graduate education, and even for the master's degree in education, often starts at this point. In some instances, methods courses are needed, but in most cases high-school teaching would become much more effective and pupils would be inspired to do better work if the teacher took graduate work in his teaching field and related areas. But this is what many teachers avoid, since it is easier to acquire additional semester hours and the master's degree in professional education. The boards of education, after all, simply require additional semester hours of work in college, or the master's degree, for promotion; hence, the tremendous increase in the number of graduate degrees awarded each year in professional education. At present, Michigan boasts the granting of "more advanced degrees in education than any other tax-supported institution in the country." There may even be a race between normal schools and schools of education to see which can award the largest number. Normal schools are changing their names to teachers colleges, or schools of education, or universities, then taking on graduate work and awarding masters' degrees and even doctorates. A careful comparative study of teaching teen-age boys and girls by the holders of these professional education degrees and by teachers who did graduate work in their teaching fields might produce a shock to deans of schools of education and to high-school administrators.

Some superintendents refuse to consider applicants for academic teaching in high schools who have masters' degrees in professional education. That is a step in the right direction.

When a school is able to develop a genuine pupil interest in school subjects, even in one subject, pupils will want to remain in school. When teachers are students in their teaching fields along with their pupils, they become the best deterrents to truancy and delinquency any community can command. Fortunate is the school which has a few dedicated master teachers on its high-school staff. The community ought to say with Shakespeare, "Grapple them to thy soul with hoops of steel." Pay superior teachers $8,000-$10,000 a year and give them the security and support they deserve. Cease driving them into administrative positions, for which they frequently have little aptitude, or out of the profession in order for them to secure enough income for respectable family living.

It is high time for parents and school administrators to do some thinking. Some of the most able pupils in today's high schools are being denied their inalienable right to a basic, challenging educational program. Poorly educated teachers, insecure teachers, and teachers paid on the single-salary schedule basis cannot bring this challenge to modern youth. Schools enrolling teen-age youth, and society at large, are desperately in need of high-school teachers so well educated and vitally interested in the subjects they are teaching that they challenge, rather than annoy, the more capable pupils in their classes.

# Student Ethics and the Honor System

By CHARLES I. GLICKSBERG
Brooklyn College

If the confessions, written or oral, frankly made by thousands of students at Brooklyn College are representative of student thinking and student behavior in the U. S., then it is rare, indeed, to find a student who, at some time in his academic career, has not engaged in the practice of cheating. The practice (some students facetiously call it an art) is sufficiently widespread to warrant serious attention on the part of college teachers and administrators. If actions are a reliable index of moral values, then the vast majority of college students today would seem to have little regard for the ethical standards that should guide and control their behavior. If the young will "cheat" (an ugly word with ugly implications) while in college, what reason is there to assume that their code of behavior will be any higher when they enter the business or professional world?

Obviously, the practice of cheating has not reached epidemic proportions; the authorities take too many practical precautions and set up too many stringent safeguards. But many students are tempted at some time or other to cheat and many succumb weakly to temptation. The reasons they give to justify their actions are both curious and revealing.

The irony of the situation, on the face of it, is too strong to be missed. Here is a faculty composed of scholars, men and women dedicated to the single-minded pursuit of knowledge and truth, who must cope with this obnoxious practice of cheating. Students will copy term papers they have inherited from some other students who took the same course in the past; some will devise highly ingenious means of cheating on examinations; others will hand in themes, signed with their name, which are copied, practically verbatim, from some other source.

Fundamentally, when we are dealing with the problem of cheating in college, we are forced to take into account the mores and functioning morality of the business world. It is when the students venture to discuss this problem openly that we perceive why, according to them, they resort to such unethical practices. The reasons assigned vary, but a recurrent complaint, really a justification, is that the world puts too high a premium on "success." Later on no one stops to ask how, in what fair-minded manner, this was achieved. In our society, success is its own excuse for being, the alpha and omega of life, the crown and consummation of all striving. What is an accepted technique in the business world must be, *ipso facto*, equally "good" in the academic jungle. Why not? So long as one is not caught, it would be quixotic folly not to take advantage of each opportunity.

An equally important reason given for cheat-

ing is the competitive pressure that prevails in college, the undue emphasis placed on marks. Since that is the only way he knows how to survive, the student (and he believes he is thoroughly "realistic" in doing so) falls back upon "the art" of cheating. Those who are struggling hard to enter the dental or medical profession, for example, must keep their academic standing high. If their grades are low, their career is automatically brought to an end. Not that every student condones this practice, for cheating fails to solve the fundamental problem, the fact of competition. It is this problem itself, the students argue, that has to be corrected. The cause of student insecurity must be eliminated; the exaggerated value attached to high grades must be replaced by more worthy incentives.

Others maintain that the impersonal atmosphere to be found in college, with a huge enrollment and overcrowded classes, intensifies the impulse to cheat. No personal, friendly relationships exist between students and their teachers. Students are generally fearful of betraying their ignorance and seeking the help and guidance of their instructors. Indeed, teachers themselves are held in part responsible for this flourishing practice. Instead of getting to know their students individually and judging them in the light of a full term's work, these teachers base their final mark entirely on one or two examinations. Under these "adverse" circumstances, the students contend, they have no other alternative, when they are at a loss for an answer, but to cheat: one must learn how to survive in this academic rat race; one must master the difficult and complex art of getting ahead. The end, in short, justifies the means. As for moral values, the student who cheated felt unhappy and his self-respect thereby was impaired, but the temptation, unfortunately, was too strong to resist. When entrance to a professional school was at stake, who would hesitate to adopt these extreme measures?

Only a few students professed to believe that the end did not justify the means. What counted in the end, one girl maintained, was not the grade received but the positive benefits she derived from her education. If she felt compelled to cheat, then there was something radically wrong with her or the educational system. Besides, the cheating was not worth the damage done to her self-esteem, since she had to live with herself. But the majority, a group of cheerful conformists, insisted that one must do as others do. Such practices, they pointed out, went on all the time, undetected and unpunished and, in fact, often rewarded. As long as one is clever and resourceful and is never caught red-handed, what harm is done? As for the possibility of being apprehended, they are perfectly willing to run this calculated risk. What most of them strangely leave out of account is the cumulative burden of guilt, the operation of the inner check, the judgment of conscience. If the harassment of conscience becomes too painful, they dissipate the shadow of guilt by falling back upon the process of rationalization, hitting upon socially acceptable "reasons" for actions which cannot be thus defended. Since society is notoriously corrupt, why should college students remain inflexibly moral? Anyone who disagrees with this point of view is a naive, starry-eyed idealist, sadly unacquainted with the real facts of life.

That, in general, is the theme students sound in their compositions and in their offhand remarks during the discussion period. One student confesses that he has cheated, but so has every student in college. Were they taught a code of honesty by their parents and teachers? How can the honor system be made to work if the competitive pressure, even in the schools, is so great? Each one is urged to excel, to beat his competitor, to get a gold star, to make the Dean's List, to graduate *summa cum laude.* Yet, he is also exhorted to be honest and honorable in all his dealings. Thus, he is exposed to a double standard of morality. "It is wrong to cheat, but it is right to get good marks. How right is it to get good marks? Right enough to cheat?"

The honor system appeals to many of the students, despite their spirited defense of the necessity for cheating. One student, who pointed with pride to the way the "system" is used at West Point, realized that some students might take advantage of their new freedom, but, if the student body as a whole loyally cooperated, these delinquents soon would be weeded out. Hence, he urged that the honor system should be given a fair trial.

One student, writing on "The Honor System and Cheating," made it abundantly clear

why he believed the honor system could not be made to work. But what, he asks, are the motives behind the practice of cheating? Man is born pure, but he is conditioned throughout life "to cheat with friends, to cheat in business, and to cheat even in love." Here, surprisingly enough, the moralist emerges. College youth cheat out of necessity, in order not to be left behind in the race of life, but they are not happy about this indulgence in "sin." The main desire of the young, in college as in high school, is to "get ahead, to get good marks, and, most of all, to please their parents." This young man's proposed solution is to eliminate the competitive system in college or lessen it to a point where it will not lead to cheating.

Even the imposition of strict standards of vigilance during examination periods—assigning many proctors, separating students so that they sit at a safe distance from each other, demanding that all books and papers be put aside—does not help to solve the situation. Such a policy simply recognizes that the situation exists and adopts a number of preventive measures. These students, if their confessions are to be trusted, are sincere in their conviction that cheating exists. Only the more mature students possess sufficient insight to realize that cheating never can be successful, for the cheater in the end cheats himself. A few are aware that cheating does not pay.

What conclusions are warranted from these voluntary confessions? In many cases, they are not to be taken at face value. Though cheating does go on, it is not so widespread as the students make it out to be. There is no doubt, too, that they feel uneasy about the practice of cheating, despite their brave attempts to justify it. If they had their way, they would put an end to cheating and institute the honor system on an experimental basis. Nevertheless, they seriously question whether, under the present academic regime, the honor system could be made to work.

The bravado with which these students expose their moral delinquencies (it is significant that they regard them as such) is not to be taken too literally. The urgency with which they cast about for convincing alibis for their misdeeds indicates that they are not unregenerate sinners. Their desire to change conditions, to eliminate the necessity for cheating, is not to be mistaken. If the movement for a higher standard of ethical behavior in college is to make any appreciable headway, it must find its dedicated leaders not only among teachers, but also among the student body. It is the more mature-minded student, we have noted, who most eloquently decries the practice of cheating and who is most eager to alter the conditions that tend to make cheating in college seem either necessary or desirable, or both. Were such student leaders to appear and set a proper example, then the honor system could be successfully put into practice. Before it is instituted, the young should be led to understand what the alternatives are. It is for them to realize that the success or failure of such a system, essentially co-operative in structure, depends entirely on them. It is time for them to grow up and accept responsibility for their actions. A new tradition, one based on honesty and honor and self-respect, can be established that each generation of college students will be proud to perpetuate.[1]

[1]The Dean of Students at Brooklyn College is at present seeking to institute one or more of the varieties of the honor system. The experiment is now being put into operation in some classes.

# Gold Coast to Ghana—Progress in Education

By W. E. F. WARD
Former Master, Achimota College, Gold Coast

THE REAL FOUNDATIONS of education in the Gold Coast, British territory which became Ghana on March 6, 1957, were laid by the Christian missionaries in the 19th century. The Basel mission, especially, did excellent work in establishing primary boarding schools with a tradition of sound technical, as well as bookish, education.

The first secondary school was founded by the Methodist mission in 1876. The Gold Coast government passed its first Education Ordinance in 1882, established its department of education in 1890, built its first government primary schools in 1900, and in 1909 established the first technical school and the first training college for teachers.

Education, like so much else in Ghana, owes a great deal to Sir Gordon Guggisberg, governor from 1919 to 1927. His Education Ordinance of 1925 was designed to raise the efficiency of the mission schools. All qualified teachers were registered, and no unregistered teacher was allowed to teach. The Board of Education was empowered to fix minimum salary rates for teachers, and it laid down schedules of classroom space, attendance, teachers' qualifications, curriculum, and so forth, which would qualify a school for government assistance.

The ordinance was very successful in bringing about a rapid increase in the numbers of mission schools attaining the prescribed standards of efficiency. Within four years, government recurrent expenditure on education jumped from four to 10% of its total recurrent expenditure.

Guggisberg's other main achievement in education was the founding of Achimota College in 1924. By this time, the Gold Coast had several secondary schools, but all of them were short of money and, consequently, were inadequately staffed and equipped. Guggisberg planned something more ambitious. Though a government college, Achimota was to be Christian in spirit. It was independent of the government's Education Department; the principal selected his own staff instead of having them selected for him by the Colonial Office; the college was coeducational and entirely residen-

British Information Services

**Children of 11 nationalities attend the first International School of Ghana, which started in 1955 with 35 pupils. Number of pupils is expected to exceed 250 by the end of 1957.**

tial; an it had infant and primary departments as well as secondary.

By 1939, Achimota had 750 pupils and a staff of 60 graduates; it took its students as far as London Intermediate Arts and Science and gave full London degree courses in civil and mechanical engineering.

By the beginning of World War II, there were about 3,000 pupils receiving post-primary education, including students in teacher training colleges. After 1935, there began the inevitable expansion in the demand for education; the school population rose from 50,000 in 1935 to 180,000 in 1945 and 300,000 in 1951. In that year, Kojo Botsio, Minister for Education in Dr. Nkrumah's new government, introduced a plan for making primary education free and compulsory. The plan is now being progressively carried out; it has involved the provision of many new teacher training colleges and a large scheme of emergency in-service training. School attendance rose from over 300,000 in 1951 to over 500,000 in 1955.

In 1948, the university college of the Gold Coast was opened, and three years later the Kumasi College of Technology, a sister institution, was founded. Both were established with the assistance of grants made under the Colonial Development and Welfare Acts, but the greatest part of the cost was provided from Gold Coast funds.

The university college has been admitted into a special relationship with London University; its students sit for London degrees, but its syllabi are laid down and its examinations conducted by staff in London and in the Gold Coast acting together. This arrangement ensures that academic standards are maintained but that syllabi are adapted to local needs.

The problem of adapting syllabi to local needs affects the secondary schools also. It is a simple matter to use African plants and animals in biology, less simple to work out satisfactory syllabi in African languages, history, and arts, and to adapt the whole curriculum to the needs of an African nation.

Since external examinations have such an influence on the work in the secondary schools, a joint scheme has been set up to supervise the examinations. Ghana is a member of the West African Schools Examination Council, on which African representatives sit with colleagues from London and Cambridge to adapt the School Certificate and General Certificate of Education examinations to local needs without lowering their academic standards.

In 1955, there were nearly 8,000 pupils in secondary schools, and there is a flourishing adult education movement, run by the People's Education Association and the extra-mural department of the university college.

REPORT

# Statutory Control of College and University Salaries

By G. D. HUMPHREY
President, University of Wyoming

UNIVERSITIES AND COLLEGES everywhere are often faced with the problem of legislation limiting administrative salaries. Some institutions already have such limitations, but they definitely are in the minority.

A survey at the University of Wyoming recently queried 74 land-grant colleges and state universities to learn the practices in other states where administrative salaries and operations are state-supported, and 70 responded. According to the survey, 67 schools have no limitations on salaries of presidents. One state, of the three with limitations, reported that the president's salary is limited to $15,000, plus house, utilities, etc., and that the salaries of presidents of all state-supported institutions in that state have

been frozen for about six years. Another state reported that the president's salary is set by the legislature each biennium. There the legislature always has specifically set the president's salary with the appropriation bill, and in 1956 it also set the salary of the executive vice-president. The third state wrote that the president's salary is set by budget commission with the effect of a state statute.

Of other administrative officers, all states were free of limitations on salaries of the assistant to the president, the assistant to the business manager, the athletic director, the head football coach, and the head basketball coach. One state, however, reported limitations on the salary of the business manager, set by the budget commission.

One president reported that there was a slight possibility that his salary would be statutory. He said that it was statutory for about four years, but that a bill just passed by his state legislature should remove it unless a last-minute amendment changed things.

Another president wrote that his salary and that of each institutional head in the system was considered a line item appropriation. "Each, incidentally, is supplemented from outside funds at our disposal," he said.

Said a third president, "The state constitution requires the legislature to fix limits on all positions supported out of the state treasury. Consequently the general assembly limits salaries by *classes* of position, but *not* by *individual* positions. We have so many."

In 42 colleges and universities, the president's salary is higher than that of the governor. In eight institutions the salaries are the same, but in two the governor receives more in expense allowances.

On that question, two presidents listed their salaries as higher now, but they wrote that the governor's salary will be higher in the future because of new legislation. Two presidents listed their salaries as higher, but said that other remuneration probably results in considerably higher financial return to the governor. One president listed his salary as the same as the governor's, effective January 1, 1957. One president said his salary is higher now but that legislation now in prospect would make the governor's salary higher.

In summary, of 70 land-grant colleges and state universities reporting, 67 institutions have no legislative control over salaries of presidents. Sixty-nine have no controls limiting salaries of other administrative officers.

Teachers interested in exploring today's wonderful opportunities through the medium of an organization offering discriminating and efficient service are urged to consult

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*In the June 8th issue*

**ECONOMICS OF TEACHER RETIREMENT**

**ATTEMPTS TO SOLVE READING PROBLEMS**

**THE STRUCTURAL APPROACH TO READING**

**WHAT'S HAPPENING TO THE TEACHING OF ENGLISH?**

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# EDUCATOR'S BOOKSHELF

WILLIAM W. BRICKMAN
School of Education, New York University

**GOODRICH C. WHITE. *The Education of the Administrator.* Nashville: Board of Education, The Methodist Church, 1957. Pp. viii, 62. $1.00.**

Informal remarks, but with keen insight, on the necessary background, nature, and problems of the college administrator by the president of Emory University.

**JAMES M. HUGHES. *Human Relations in Educational Organization.* New York: Harper, 1957. Pp. xi, 425. $4.50.**

Presents the psychological, sociological, and philosophical foundations of personal relations in educational organization; analyzes the role of the individual in the educational enterprise; and evaluates the effect of typical techniques of administration and supervision on human relations among the school staff. Unlike many other authors of works on school administration, the former dean of Northwestern University's School of Education dips frequently into literary, philosophical, and other non-pedagogical writings.

***Research for Curriculum Development.* 1957 Yearbook. Washington, D. C.: Association for Supervision and Curriculum Development, 1957. Pp. x, 350. $4.00.**

Documented studies of the background of curriculum research, the nature of the research process, the qualifications of the researcher, and the problems of research in a school setting. The annotated and classified bibliography is useful.

**JAMES M. O'NEILL. *The Catholic in Secular Education.* New York: Longmans, Green, 1956. Pp. xix, 172. $3.50.**

A series of essays aiming "to give accurate information on the conditions (dangers, handicaps, and favorable opportunities) which confront both Catholic students and Catholic teachers in secular education in the United States." The retired chairman of the speech department at Brooklyn College reports from a vantage point of 50 years as student and teacher in non-Catholic institutions. A vigorous, if controversial, viewpoint on such matters as anti-Catholicism and released time.

**ROBERT J. HAVIGHURST and BERNICE L. NEUGARTEN. *Society and Education.* Boston: Allyn and Bacon, 1957. Pp. xv, 465. $5.75.**

A well-organized and up-to-date textbook which draws upon the content of sociology and social anthropology for an analysis of the social environment of the child, the relation of the school to the community (intra-scholastic and extra-scholastic), and the social status of the teacher. Chapter and final bibliographies. The authors are at the University of Chicago.

**WILMA G. MAY. *A Teacher Views the School Crisis.* New York: Pageant, 1957. Pp. xii, 224. $3.30.**

After a squint, the author concludes that there is little good in modern education and that a spiritual revival is needed in the U. S. Her ideas derive from the popular journals, newspapers, personal observations, and statements by some educators. In general, the level of criticism is not much above the complaint, " 'My girl graduated from the university last year, but she can't read worth a dime.' " Small paragraphs and smaller ideas.

***The Superintendent as Instructional Leader.* 35th Yearbook, Washington, D. C.: American Association of School Administrators, NEA, 1957. Pp. 484. $5.00.**

Practical suggestions on how the superintendent of schools can bring about better teaching. The in-service training of the superintendent accents the professional, rather than the scholarly, side. The text is only half of the volume, the remainder being a directory of AASA members.

**BLAINE E. MERCER and EDWIN R. CARR. *Education and the Social Order.* New York: Rinehart, 1957. Pp. xv, 585. $6.00.**

An anthology of essays and excerpts by sociologists, anthropologists, educators, and others on the relation of culture and society to education (*e.g.*, stratification) and the role of the school in American society (*e.g.*, social class and ethnic problems, the place of the teacher). The editors, professors at the University of Colorado, contribute the initial and final chapters, as well as chapter introductions and bibliographies. A meaty volume on the sociological bases of current American educational problems.

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### Principles and Procedures of Curriculum Improvement

**VERNON E. ANDERSON,** ***University of Maryland***

This up-to-date informative guide discusses all aspects of curriculum construction and improvement in school and classroom, with many illustrations from elementary, secondary, and college levels. It carefully contrasts the experience-centered or problem-solving approach with the subject-centered method. Special attention is given the problems of human relationships and to the practical procedures involved in putting through curriculum changes. Lists of problems are an integral part of the chapters themselves. *"This is as comprehensive a book on curriculum development as has ever appeared."* EDUCATION. *468 pp.*

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### Conservation Education in American Colleges

**CHARLES E. LIVELY,** ***University of Missouri;***

**JACK J. PREISS,** ***Michigan State University***

Just Published! This unique book records the findings of a nationwide investigation of conservation teaching in colleges and universities. Throughout, conservation is considered as a social process and the tasks it must perform are clearly defined. After concisely reviewing the history of conservation education in the United States, the book discusses the survey's objectives, methods, and important discoveries. The over-all situation is summarized and the author's findings and recommendations are set forth. These include: increasing the number of institutions giving conservation courses; improving the training of conservation teachers; and utilizing the resources of the social, natural, and physical sciences. *85 ills., tables; 320 pp.*

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# The Meaning of Educational Segregation

In recent months charges have been leveled with increasing frequency at the Board of Education of New York City for allegedly maintaining some racially segregated schools. The board and the superintendent of schools have found themselves on the defensive and have pledged full integration of all schools. Without going into the merit of the solution, it might be desirable to inquire as to a precise meaning for the much-used term, segregation.

First of all, let us specify what is not segregation. Some sociologists to the contrary, the special high schools for the gifted and for others less generously endowed are not devices to segregate one element of youth from the rest. The gifted children, in accordance with a respectable body of educational opinion, are being educated in a manner conducive to giving them the best and the most education in accordance with their advanced abilities. A parochial school, notwithstanding what its opponents say, does not promote a segregated society; the pupils merely obtain a general education plus religious content in an atmosphere which the public school cannot and should not provide. In both instances, there is no effort made by society to keep these youngsters away from contacts *after* school with persons who are not of the same scholastic environment.

Nor are New York City and similar northern communities guilty of segregation when some of their schools, because of housing restrictions, do not have Negroes as pupils. There are Negroes in many schools, but not in all. So far as we know, no policy exists for New York City at large by which Negro children are kept out of certain schools. Reforms may certainly take place with regard to school zones, but there seems to be no objective evidence which points to a segregation policy.

Claims that New York City and other northern cities are as guilty of segregation as the southern cities smack of the *tu quoque* variety. They help to draw attention and censure away from where it is really needed.

Segregation means total insulation and exclusion, *apartheid*, not separation. Negro pupils in most of the South are not only kept out of the white schools, but they are not permitted, as a rule, to share on an equal basis public facilities of various kinds. There is an active campaign to keep the races as fully apart as possible. The only permissible contacts are those which reflect unequal status. The Negro does not have the liberty of choice.

The real meaning of segregation in public education—the one which seems unconstitutional under the recent U. S. Supreme Court decisions—must be insisted upon in discussions and debates. To use the term loosely, to apply it where it does not fit, is to obfuscate the issue and to retard effective action where it is pressingly due—W.W.B.

## 1,886 COLLEGES IN THE U. S.

The U. S. Office of Education's new annual "Education Directory, Part 3: Higher Education" (1957), prepared by Theresa B. Wilkins of the Division of Higher Education, lists a total of 1,886 institutions, or 31 more than last year's total and 187 more than the 1940 figure. The largest number of institutions of higher learning is reported for New York State—153. Next in order are: California—138, Pennsylvania—117, Illinois—102, Texas—96, Massachusetts—77, Wisconsin—63, Ohio—62, Michigan and North Carolina—55 each, Missouri—53, and Iowa—50.

More than one-third (744) are under denominational control: 474 are Protestant colleges and universities, 265 Roman Catholic, and five Jewish. Under private control are 481; public control, 661 (282 under district or city, 369 under state, and 10 under Federal control). Coeducational institutions number 1,414. Of the remainder, 223 are for men and 249 for women.

The Ph.D. or equivalent degree is granted by 191 of the institutions. More than 500 institutions provide programs of less than four years.

## TEACHER EDUCATION AND CERTIFICATION

To provide the best possible services to officials of teacher education institutions, to school administrators, and to teachers throughout New York State, the Board of Regents approved, March 1, the establishment of a Bureau of Teacher Education and Certification in the State Education Department. The new bureau combines the responsibilities and functions previously carried on separately by an associate in teacher education and the office of teacher certification. The reorganization brings together in closer relationship the persons concerned with these important areas which are under the general supervision of the Assistant Commissioner for Higher Education.

Present enrollment trends indicate an increase in the state's public-school students from approximately 2,400,000 in 1955-56 to 3,200,000 by 1964-65. It is expected that this will require a total teaching staff in the public schools of the state from 97,000 in 1955-56 to about 121,000 by 1964-65. The new bureau will provide co-ordinated services to public and private institutions in the area of teacher preparation and to graduates of these programs as well as to other teachers in the area of certification.

The reorganization is in keeping with a recent recommendation of the Council of Chief State School Officers to the effect that a single unit within an education department should be responsible for both teacher certification and approval of teacher preparation programs. The chief of the new bureau is William P. Viall, who has been serving since 1951 as associate in teacher certification.

## AN INTERNATIONAL KINDERGARTEN IN BERLIN

UNESCO—A NURSERY SCHOOL for children of all nationalities was opened in Berlin-Mariendorf at the end of 1956. Known as the Unesco Kindergarten, the school is a combined venture of the Berlin Committee for Unesco activities, the Red Cross, and the city's municipal authorities.

Children up to about six years old are admitted to the kindergarten. It is hoped that the age limit will be extended to 12 years. The first group of pupils are all German, but the school intends to reserve one-third of its vacancies for children of other nationalities.

Latest methods in infant teaching will be used by staff members chosen for their experience of teaching in other countries. Ideas for decorating the classrooms, as well as picture books, games, and dances have been imported from abroad so as to provide a truly international atmosphere for the children.

## Educational Ticker Tape . . .

(*Continued from page* 177)

**A. Barker and Dale B. Harris** elected president and secretary, respectively, Society for Research in Child Development . . . **R. J. Henle, S. J., and William E. Drake** are the new president and secretary, respectively, Philosophy of Education Society . . . **M. B. Hites,** executive vice-president, Row, Peterson and Co., Evanston, Ill., elected president, American Textbook Publishers Institute . . . **Claude L. Kulp,** director, Cornell Experimental Program for the Preparation of Elementary Teachers, appointed coordinator of field services, Cornell University's School of Education, effective July 1.

**Calvin D. Linton, John Parks, and Arthur E. Burns** appointed dean of Columbian College, dean of the School of Medicine, and chairman of the graduate council, respectively, The George Washington University (Washington, D. C.) . . . **B. Roger Ray,** associate professor of physical chemistry, University of Illinois, named associate dean of arts and sciences, Washington State College . . . **Roald F. Campbell** appointed professor of education, University of Chicago, and director, Midwest Administration Center, one of the regional centers of the Cooperative Program in Educational Administration sponsored by the American Association of School Administrators and financed by the Kellogg Foundation. Andrew W. Halpin also joining the University of Chicago faculty as associate professor of education.

**Promotions at Park College** (Parkville, Mo.): Norman Sun to professorship of economics, Vincent Campanella to associate professorship of art, and W. Burnet Easton, Jr., to associate professorship of religion and biblical literature . . . **Haskell R. Coplin, Robert F. Grose, and Elmo Giordanetti** promoted at Amherst (Mass.) College to professorship of psychology, associate professorship of psychology, and assistant professorship of Romance languages, respectively . . . **William W. Brickman,** associate professor of education, New York University, and editor, **School and Society,** has assumed duties as visiting professor of educational history and comparative education, University of Hamburg, Germany (summer session) . . . **Margaret Mead,** adjunct professor of anthropology, Columbia University, appointed visiting professor of anthropology, University of Cincinnati (Ohio).

**COMING EVENTS . . .**

**American Society for Engineering Education,** 65th annual meeting, Cornell University, Ithaca, N. Y., June 17-21 . . . **American Library Association,** 76th annual conference, Kansas City, Mo., June 23-29.

**RECENT DEATHS . . .**

**James Vaughn,** 59, professor of psychology, McMicken College of Arts and Sciences, University of Cincinnati, April 10 . . . **Howard D. Spoerl,** 54, head, department of philosophy, American International College (Springfield, Mass.), April 24 . . . **A. Leland Forrest,** 44, chancellor, Nebraska Wesleyan University (Lincoln), May 7.

## RECENT *Publications*

**The following are 1956 editions, except where indicated otherwise**

HARRINGTON, KARL P., and KENNETH SCOTT. *Selections from Latin Prose and Poetry.* Pp. 624. Harvard University Press, Cambridge, Mass. $5.00.

HENRY, NELSON B. (editor). *In-Service Education for Teachers, Supervisors and Administrators: The 56th Yearbook of the National Society for the Study of Education.* Pp. 376. University of Chicago Press, Ill. 1957. $4.00 (cloth), $3.25 (paper).

HILKER, FRANZ (editor). *Pädagogik im Bild.* Pp. 561. Verlag Herder, Freiburg im Breisgau, Germany.

HOLLIS, DANIEL W. *University of South Carolina: College to University.* Vol. 2. Pp. 431. University of South Carolina Press, Columbia. $5.00.

HOLMES, HARRY N. *Out of the Test Tube: The Story of Chemistry.* 5th edition, revised. Pp. 313. Emerson Books, New York 11. 1957. $4.50.

HUCHINGSON, JAMES E. *Correlative Teaching.* Pp. 79. Pageant Press, New York 36. $2.50.

JERSILD, ARTHUR T. *The Psychology of Adolescence.* Pp. 438. Macmillan Co., New York 11. 1957. $5.00.

JONES, GORONWY J., and EVAN T. DAVIS. *United Nations for the Classroom: A Textbook for Secondary Schools on the United Nations and Its Work.* Pp. 172. Routledge and Kegan Paul Ltd., London. Available from Unesco Publications, 152 W. 42nd St., New York 36. $2.00.

KELTNER, JOHN W., *Group Discussion Processes,* pp. 373, 1957, $4.50; OLIVER, ROBERT T., *The Psychology of Persuasive Speech,* 2nd edition, pp. 466, 1957, $5.00. Longmans, Green and Co., New York 3.

KUMATA, HIDEYA. *An Inventory of Instructional Television Research.* Variously paged. Educational Television and Radio Center, Ann Arbor, Mich. $1.00.

LAMBERT, RICHARD D., and MARVIN BRESSLER. *Indian Students on an American Campus.* Pp. 122. University of Minnesota Press, Minneapolis 14. $3.00.

LEWIS, CLARENCE I. *Mind and the World-Order: Outline of a Theory of Knowledge.* Pp. 446. Dover Publications, New York 10. $1.95 (paper).

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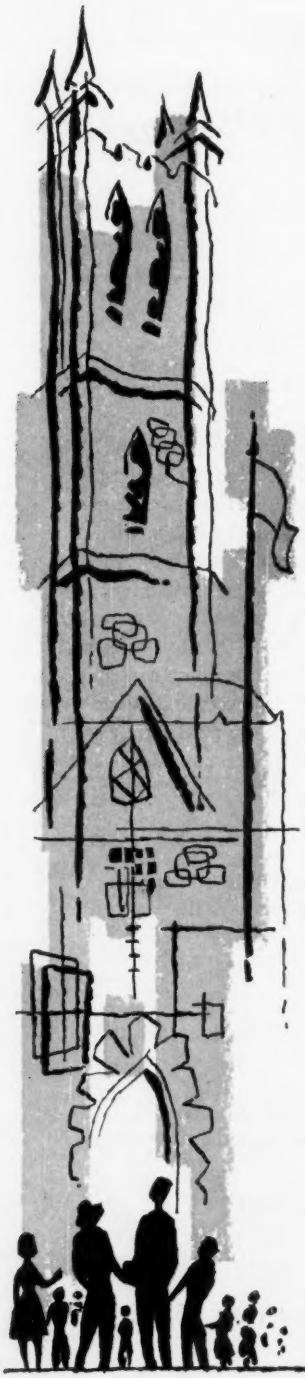

## DEVELOPING A HIGH-SCHOOL CORE PROGRAM

***by* LUCILE L. LURRY, *Supervisor of the Core Program, Board of Education of Prince George's County, Maryland, and* ELSIE J. ALBERTY, *The Ohio State University***

Presenting philosophical and psychological foundations, as well as specific techniques and practices, this knowledgeable book shows how to develop an effective core program. The authors provide a definite statement of the type of core program that they feel is potentially most rewarding, analyzing the problems involved in developing such a program. Principles and procedures are documented throughout with examples drawn from core classes and photographs of the program in action. *Published in May 1957*

## MEASUREMENT AND EVALUATION IN EDUCATION

***by* J. H. BRADFIELD *and* H. STEWART MOREDOCK, *Sacramento State College***

This comprehensive book is designed to aid teachers in understanding the principles and the practice of valid measurement and evaluation techniques. Suitable to diverse instruction programs and school curricula, the book is an excellent guide and reference for the teacher on-the-job because of its complete coverage, intelligent balance between theory and application, and extensive glossary of technical terms. *May 1957*

## CREATIVE AND MENTAL GROWTH, Third Edition

***by* VIKTOR LOWENFELD, *Pennsylvania State University***

This is the third edition of a unique guide for teachers, covering all age levels and concerned with all children—not just the naturally gifted. The second edition was listed first in a national survey of art education books, selected by 125 noted art educators from a checklist of 800 books. New chapters include material on grading the child's product, the gifted child, and therapeutic aspects of art education. *May 1957*

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